Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: SANFORD-FRITCH H S

Campus ID: 117903001

District Name: SANFORD-FRITCH ISD

Part (i): A clear and concise description of the State's accountability system under subsection (c), including—

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

State ESSA Goale

				State	ESSA Go	ais						
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Perfor	mance (At Meets Grade Level	or Above)										
Reading/ELA Mathematics	Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32 2032-33 Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32 2032-33	44% 44% 52% 62% 72% 46% 46% 54% 63% 73%	32% 32% 42% 54% 66% 31% 41% 54% 66%	37% 37% 46% 58% 69% 40% 40% 49% 59% 70%	60% 60% 66% 73% 80% 59% 65% 73% 80%	43% 43% 51% 62% 72% 45% 45% 53% 63% 73%	74% 74% 78% 82% 87% 82% 85% 85% 88% 91%	45% 45% 53% 63% 73% 50% 50% 57% 66% 75%	56% 56% 62% 70% 78% 54% 61% 69% 77%	33% 33% 43% 55% 67% 36% 45% 57% 68%	19% 19% 31% 45% 60% 23% 23% 34% 48% 62%	29% 29% 39% 52% 65% 40% 40% 49% 59% 70%
EL Progress	Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32											41% 36% 38% 40%
Graduation Rate:	4-Year Longitudinal Rate ^A Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32	89% 90% 92% 94%	85% 90% 92% 94%	87% 90% 92% 94%	93% 90% 92% 94%	86% 90% 92% 94%	95% 90% 92% 94%	89% 90% 92% 94%	92% 90% 92% 94%	86% 90% 92% 94%	78% 90% 92% 94%	72% 90% 92% 94%

^{&#}x27;N' Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above) b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including—(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
·	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
•	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SOSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D) (i) or implementing targeted support and improvement plans under subsection (d)(2); and

<u>Comprehensive Support and Improvement Schools</u>, <u>Targeted Support and Improvement Schools</u> and <u>Additional Targeted Support Schools</u> list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i) (II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District C	ampus	Afr Amer	Hispanio	: White	Amer Ind				Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female I	Migrant	Homeless	Fostei Care	
STAAR Perce		roacl	nes Grad	le Lev	el or A	Above																
End of Cour English I	All	66%	64%	64%	-	75%	60%	-	-	-	*	65%	64%	19%	80%	-	56%	72%	-	-	*	-
	Students CWD	27%	19%	19%	_	*	15%	_	_	_	_	14%	22%	19%	_	_	14%	22%	_	_	_	_
		71%	80%	80%	-	100%	74%	-	-	-	*	84%	76%	-	80%	-	67%	91%	-	-	*	-
	EL	34%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	60%	56%	56%	-	*	52%	-	-	-	*	60%	50%	14%	67%	-	56%	-	-	-	- *	-
	Female	73%	72%	72%	-	71%	68%	-	-	-	•	69%	75%	22%	91%	-	-	72%	-	-	•	-
English II	All Students	67%	60%	60%	-	57%	58%	-	-	-	*	52%	63%	18%	74%	-	56%	63%	-	-	-	*
	CWD	27%	18%	18%	-	*	8%	-	-	-	*	17%	18%	18%	-	-	9%	33%	-	-	-	*
	CWOD		74%	74%	-	*	74%	-	-	-	*	67%	77%	-	74%	-	76%	71%	-	-	-	*
	EL.	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	62%	56%	56%	-	*	55%	-	-	-	*	50%	57%	9%	76%	-	56%	-	-	-	-	*
	Female	13%	63%	63%	-	40%	64%	-	-	-		50%	72%	33%	71%	-	-	63%	-	-	-	
Algebra I	All Students	83%	82%	75%	-	*	74%	-	-	-	*	75%	75%	54%	85%	-	75%	75%	-	-	*	*
	CWD	52%	54%	54%	-	*	45%	-	-	-	-	33%	71%	54%	-	-	60%	50%	-	-	-	-
	CWOD		91%	85%	-	*	87%	-	-	-	*	93%	77%	-	85%	-	80%	92%	-	-	*	*
	EL.	73%	-	-	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	79%	81% 83%	75%	-	*	78% 69%	-	-	-	*	78%	73% 78%	60%	80% 92%	-	75%	- 75%	-	-	-	•
	Female	0070	03%	75%	-		0970	-	-	-		73%	1070	50%	9270	-	-	73%	-	-		-
Biology	All Students	87%	91%	91%	-	88%	91%	-	-	-	*	96%	87%	77%	93%	-	96%	88%	-	-	*	*
	CWD	60%	77%	77%	-	*	80%	-	-	-	-	83%	71%	77%	-	-	*	78%	-	-	-	-
	CWOD	90%	93%	93%	-	100%	91%	-	-	-	*	100%	88%	-	93%	-	95%	92%	-	-	*	*
	EL Male	68% 84%	96%	- 96%	-	*	95%	-	-	-	*	100%	- 87%	*	95%	-	96%	-	-	-	-	*
	Female		88%	88%	-	86%	87%	-	-	-	*	94%	82%	78%	92%	-	-	88%	-	-	*	-
STAAR Perce	ent at Mee	ets Gr	ade Lev	el or A	bove																	
End of Cour																						
English I	All Students	48%	53%	53%	-	75% *	45%	-	-	-	*	65%	42%	6%	68%	-	41%	63%	-	-	*	-
	CWD	15% 53%	6% 68%	6% 68%	-	100%	0% 60%	-	-	-	*	14% 84%	0% 56%	6% -	68%	-	0% 52%	11% 83%	-	-	*	-
	EL	14%	-	-	-	-	-	-	-	-	_	-	-	-	-	-	JZ /0 -	-	-	-	_	_
	Male	42%	41%	41%	-	*	36%	_	_	_	*	60%	28%	0%	52%	-	41%	-	-	-	-	-
	Female	56%	63%	63%	-	71%	55%	-	-	-	*	69%	56%	11%	83%	-	-	63%	-	-	*	-
English II	All	48%	46%	46%	-	29%	47%	-	-	-	*	33%	52%	18%	56%	-	39%	53%	-	-	-	*
	Students	160/	100/	100/		*	00/				*	170/	100/	100/			00/-	220/				*
	CWD	16% 52%	18% 56%	18% 56%	-	*	8% 60%	-	-	-	*	17% 40%	18% 63%	18% -	- 56%	-	9% 52%	33% 58%	-	-	-	*
	EL	11%	-	-	_	_	-	-	_	-	_	-070	-	-	-	-	-	-	-	-	_	_
	Male	42%	39%	39%	-	*	39%	_	-	-	*	13%	46%	9%	52%	-	39%	-	-	-	-	*
	Female		53%	53%	-	20%	59%	-	-	-	*	42%	61%	33%	58%	-	-	53%	-	-	-	*
Algebra I	All	59%	49%	30%	-	*	26%	-	-	-	*	45%	15%	8%	41%	-	20%	40%	-	-	*	*
	Students CWD	24%	8%	8%	_	*	0%	-	-	-	-	17%	0%	8%	-	-	0%	13%	-	-	-	-

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		State	District	Campus	Afr Amer	Hispanic	White	Amer				Econ Disady	Econ Disady	CWD	CWOD	FI	Male	Female I	Migrant F	Homeless	Foste	
	CWOD		61%	41%	-	*	39%	-	-	-	*	57%	23%	-	41%	-	27%	58%	-	-	*	*
	EL	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male Female	53% 65%	37% 60%	20% 40%	-	*	22% 31%	-	-	-	*	22% 64%	18% 11%	0% 13%	27% 58%	-	20%	- 40%	-	-	*	_
	remaie	0070	0070	40 /0			0170					0470	1170	10 /0	0070			4070				
Biology	All	60%	50%	50%	-	63%	43%	-	-	-	*	52%	48%	8%	61%	-	48%	52%	-	-	*	*
	Students	240/	00/	00/		*	0%					170/	00/	00/			*	11%				
	CWD CWOD	24% 64%	8% 61%	8% 61%	-	80%	54%	-	-	-	*	17% 63%	0% 60%	8% -	61%	-	55%	67%	-	-	*	*
	EL	24%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	58%	48%	48%	-	*	43%	-	-	-	*	44%	47%	*	55%	-	48%	-	-	-	-	*
	Female	62%	52%	52%	-	57%	43%	-	-	-	*	56%	47%	11%	67%	-	-	52%	-	-	*	-
STAAR Percei	nt at Mas	sters (Grade I	Level																		
End of Cours	e																					
English I	All	10%	10%	10%	-	13%	9%	-	-	-	*	8%	12%	0%	14%	-	4%	16%	-	-	*	-
	Students CWD	3%	0%	0%		*	0%					0%	0%	0%			0%	0%				
	CWD	11%	14%	14%	-	20%	11%	-	-	-	*	11%	16%	-	14%	-	5%	22%	-	-	*	-
	EL	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-
	Male	7%	4%	4%	-	*	4%	-	-	-	*	0%	6%	0%	5%	-	4%	-	-	-	-	-
	Female	14%	16%	16%	-	14%	14%	-	-	-	*	13%	19%	0%	22%	-	-	16%	-	-	*	-
English II	All	8%	7%	7%	_	0%	9%	_	_	-	*	0%	11%	6%	8%	_	8%	7%	-	-	-	*
	Students																					
	CWD	4%	6%	6%	-	*	8%	-	-	-	*	0%	9%	6%	-	-	9%	0%	-	-	-	*
	CWOD EL	8% 0%	8% -	8%	-	_	10% -	-	-	-	_	0%	11% -	-	8% -	-	8%	8%	-	-	-	_
	Male	6%	8%	8%	-	*	9%	_	-	_	*	0%	11%	9%	8%	-	8%	-	-	-	-	*
	Female	10%	7%	7%	-	0%	9%	-	-	-	*	0%	11%	0%	8%	-	-	7%	-	-	-	*
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Algebra I	All Students	36%	30%	13%	-		12%	-	-	-		20%	5%	0%	19%	-	10%	15%	-	-		
	CWD	9%	0%	0%	-	*	0%	-	_	-	-	0%	0%	0%	-	-	0%	0%	_	-	-	-
	CWOD	39%	39%	19%	-	*	17%	-	-	-	*	29%	8%	-	19%	-	13%	25%	-	-	*	*
	EL	19%	-	-	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male Female	31% 40%	19% 40%	10% 15%	-	*	11% 13%	-	-	-	*	11% 27%	9% 0%	0% 0%	13% 25%	-	10%	- 15%	-	-	*	_
	remaie	4070	4070	1070			1070					2170	070	0 70	2070			1070				
Biology	All	24%	13%	13%	-	13%	11%	-	-	-	*	12%	13%	0%	16%	-	13%	12%	-	-	*	*
	Students	C0/	00/	00/		*	00/					00/	00/	00/			*	00/				
	CWD	6% 26%	0% 16%	0% 16%	-	20%	0% 14%	-	-	-	*	0% 16%	0% 16%	0% -	16%	-	15%	0% 17%	-	-	*	*
	EL	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	24%	13%	13%	-	*	10%	-	-	-	*	22%	7%	*	15%	-	13%	-	-	-	-	*
	Female	25%	12%	12%	-	14%	13%	-	-	-	*	6%	18%	0%	17%	-	-	12%	-	-	*	-
STAAR Percei	nt at App	roach	nes Gra	ade Lev	el or A	bove																
All Grades																						
All Subjects	All	77%	73%	72%	-	73%	69%	-	-	-	93%	73%	71%	40%	82%	-	68%	75%	-	-	*	*
	Students CWD	46%	38%	40%	_	55%	36%	_	_	_	*	36%	42%	40%	_	_	31%	47%	_	_	_	*
	CWOD		80%	82%	-	87%	81%	-	_	_	93%	87%	80%	-	82%	-	79%	86%	-	-	*	*
	EL	62%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male Female	74%	72% 74%	68% 75%	-	80% 71%	67% 72%	-	-	-	* 100%	72% 73%	66% 77%	31% 47%	79% 86%	-	68%	- 75%	-	-	*	*
	гентаве	00 70	7 4 70	13/0	-	1 1 70	1 2 70	-	-	-	100 76	1370	1170	41 70	00 70	-	-	7370	-	-		
Reading	All	73%	69%	62%	-	67%	59%	-	-	-	88%	60%	63%	19%	77%	-	56%	68%	-	-	*	*
· ·	Students																					
	CWD	39%	23% 79%	19%	-	33% 89%	12% 74%	-	-	-	* 86%	15% 76%	21% 77%	19%	- 77%	-	11% 72%	27% 81%	-	-	*	*
	EL	54%	79%	77% -	-	0970	7470	-	-	-	-	70%	-	-	-	-	1270	0170	-	-	_	_
	Male	69%	65%	56%	-	*	53%	-	-	-	*	56%	56%	11%	72%	-	56%	-	-	-	-	*
	Female	78%	73%	68%	-	58%	66%	-	-	-	100%	61%	74%	27%	81%	-	-	68%	-	-	*	*
Mathematics	٨॥	81%	73%	75%	_	*	74%			_	*	75%	75%	54%	85%		750/	75%			*	*
	Students	01%	1370	15%	-		1470	-	-	-		13%	13%	J4 70	00%	-	75%	1370	-	-		
	CWD	53%	44%	54%	-	*	45%	-	-	-	-	33%	71%	54%	-	-	60%	50%	-	-	-	-
	CWOD		79%	85%	-	*	87%	-	-	-	*	93%	77%	-	85%	-	80%	92%	-	-	*	*
	EL Male	72% 79%	- 74%	- 75%	-	*	- 78%	-	-	-	*	- 78%	73%	- 60%	- 80%	-	- 75%	-	-	-	-	*
	Female		74% 72%	75% 75%	-	*	69%	-	-	-	*	73%	78%	50%	92%	-	75%	75%	-	-	*	_
				- 70			/ -											•				
Science	All	80%	82%	91%	-	88%	91%	-	-	-	*	96%	87%	77%	93%	-	96%	88%	-	-	*	*
	Students CWD	51%	67%	77%		*	80%					83%	71%	77%	_		*	78%				
	CWD		84%	93%	-	100%	91%	-	-	-	*	100%	71% 88%	-	93%	-	95%	78% 92%	-	-	*	*
	EL	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	79%	84%	96%	-	*	95%	-	-	-	*	100%	87%	* 700/	95%	-	96%	-	-	-	-	*
	Female	ช1%	80%	88%	-	86%	87%	-	-	-	•	94%	82%	78%	92%	-	-	88%	-	-	•	-

											Two											
											or		Non									
		.		_	Afr			Amer				Econ									Foster	
All Subjects	All	State 49%	42%	Campus 46%	Amer I	Hispanic 54%	: White 42%	Ind	Asian	ISI -	Races 80%	Disadv 50%	Disadv 43%	11%	58%	EL	38%	Female 53%	Migrant	Homeless	Care	Military *
	Students	4070	4 2 /0	4070		0470	72 70				0070	0070	4070	1170	0070		0070	0070				
	CWD	24%	16%	11%	-	36%	2%	-	-	-	*	16%	6%	11%	-	-	4%	16%	-	-	-	*
	CWOD		47%	58%	-	67%	55%	-	-	-	79%	63%	55%	-	58%	-	48%	67%	-	-	*	*
	EL	29%	-	. .	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	Male	47%	39%	38%	-	60%	36%	-	-	-	*	36%	39%	4%	48%	-	38%	-	-	-	-	*
	Female	52%	44%	53%	-	52%	48%	-	-	-	91%	58%	48%	16%	67%	-	-	53%	-	-	•	•
Reading	All Students	47%	43%	49%	-	53%	46%	-	-	-	75%	51%	48%	13%	62%	-	40%	58%	-	-	*	*
	CWD	21%	14%	13%	_	33%	4%	_	_	_	*	15%	11%	13%	_	_	6%	20%	_	_	_	*
	CWOD		50%	62%	_	67%	60%	_	_	_	71%	65%	60%	-	62%	_	52%	70%	_	_	*	*
	EL	23%	-	-	_	-	-	-	-	-	-	-	-	_	-	-	-	-	_	-	-	-
	Male	43%	39%	40%	-	*	38%	-	-	-	*	39%	40%	6%	52%	-	40%	-	-	-	-	*
	Female	51%	48%	58%	-	50%	57%	-	-	-	83%	57%	59%	20%	70%	-	-	58%	-	-	*	*
Mathematics		51%	39%	30%	-	*	26%	-	-	-	*	45%	15%	8%	41%	-	20%	40%	-	-	*	*
	Students CWD	26%	19%	8%		*	0%					17%	0%	8%	_		0%	13%				
	CWOD		43%	41%	-	*	39%			-	*	57%	23%	-	41%	-	27%	58%	-	_	*	*
	EL	37%	-	-	_	_	-	_	_	_	_	-	-	_	-	_	-	-	_	_	_	_
	Male	50%	38%	20%	_	*	22%	_	_	_	*	22%	18%	0%	27%	_	20%	_	-	_	-	*
	Female		39%	40%	-	*	31%	-	-	-	*	64%	11%	13%	58%	-	-	40%	-	-	*	-
Science	All	53%	43%	50%	-	63%	43%	-	-	_	*	52%	48%	8%	61%	_	48%	52%	-	-	*	*
	Students																					
	CWD	25%	13%	8%	-	*	0%	-	-	-	-	17%	0%	8%	-	-	*	11%	-	-	-	-
	CWOD		49%	61%	-	80%	54%	-	-	-	*	63%	60%	-	61%	-	55%	67%	-	-	*	*
	EL	26%	440/	400/	-	*	420/	-	-	-	-	440/	470/	*	-	-	400/	-	-	-	-	*
	Male Female	53%	44% 43%	48% 52%	-	57%	43% 43%	-	-	-	*	44% 56%	47% 47%	11%	55% 67%	-	48%	- 52%	-	-	*	
	i ciliale	JJ 70	4370	J2 /6	-	J1 /0	4370	-	-	-		30 /0	47 70	1170	01 70	-	-	JZ /0	-	_		_
STAAR Percei All Grades	nt at Mas	sters (Grade I	_evel																		
All Subjects	All Students	23%	17%	10%	-	8%	10%	-	-	-	20%	10%	11%	2%	13%	-	8%	12%	-	-	*	*
	CWD	8%	4%	2%	-	0%	2%	-	-	-	*	0%	3%	2%	-	-	4%	0%	-	-	-	*
	CWOD		19%	13%	-	13%	13%	-	-	-	21%	13%	13%	-	13%	-	10%	17%	-	-	*	*
	EL	11%	-	. - .	. - .	-	-	-	-	. - -	-	. . .	-	-	-	-	-
	Male .	22%	16%	8%	-	0%	8%	-	-	-	*	8%	9%	4%	10%	-	8%	-	-	-	-	*
	Female	24%	17%	12%	-	10%	12%	-	-	-	18%	11%	13%	0%	17%	-	-	12%	-	-	•	•
Reading	All Students	20%	18%	9%	-	7%	9%	-	-	-	13%	4%	11%	3%	11%	-	6%	11%	-	-	*	*
	CWD	7%	4%	3%	-	0%	4%	-	-	-	*	0%	5%	3%	-	-	6%	0%	-	-	-	*
	CWOD		21%	11%	-	11%	10%	-	-	-	14%	6%	13%	-	11%	-	7%	15%	-	-	*	*
	EL	8%	-	-	-	-		-	-	-	-	-	-	-		-	-	-	-	-	-	-
		17%	16%	6%	-	*	7%	-	-	-	* 	0%	9%	6%	7%	-	6%	-	-	-	-	*
	Female	23%	20%	11%	-	8%	11%	-	-	-	17%	7%	15%	0%	15%	-	-	11%	-	-	*	*
Mathematics	All Students	26%	16%	13%	-	*	12%	-	-	-	*	20%	5%	0%	19%	-	10%	15%	-	-	*	*
	CWD	11%	5%	0%	-	*	0%	-	-	-	-	0%	0%	0%	-	-	0%	0%	-	-	-	-
	CWOD	28%	18%	19%	-	*	17%	-	-	-	*	29%	8%	-	19%	-	13%	25%	-	-	*	*
	EL	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	25%	15%	10%	-	*	11%	-	-	-	*	11%	9%	0%	13%	-	10%	-	-	-	-	*
	Female	26%	16%	15%	-	*	13%	-	-	-	*	27%	0%	0%	25%	-	-	15%	-	-	*	-
Science	All	24%	14%	13%	-	13%	11%	-	-	-	*	12%	13%	0%	16%	-	13%	12%	-	-	*	*
	Students	00/	00/	00/		*	00/					00/	00/	00/			*	00/				
	CWD	8% 26%	0% 16%	0% 16%	-	20%	0% 14%	-	-	-	*	0% 16%	0% 16%	0% -	16%	-	* 15%	0% 17%	-	-	*	*

Indicates results are masked due to small numbers to protect student confidentiality.

10%

13%

14%

13%

12%

7%

25%

16%

12%

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

EL

Male Female 23%

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

22%

6%

7%

18%

0%

- 13% - -

12%

15%

17%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	57	-	50	58	-	-	-	*	38	36	-
CWD	36	-	*	38	-	-	-	*	*	36	-
CWOD	63	-	*	63	-	-	-	*	44	-	-

^{&#}x27;_' Indicates zero observations reported for this group.

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
EL	-	-	· <u>-</u>	-	-	-	-	-	-	-	-
Male	57	-	*	61	-	-	-	-	*	50	-
Female	56	-	*	55	_	-	-	*	45	20	-
Mathematics											
All Students	57	-	*	50	_	-	-	*	77	50	-
CWD	50	-	*	*	-	-	-	-	*	50	-
CWOD	59	-	-	55	_	-	-	*	79	-	-
EL	-	-	-	-	_	-	-	_	-	-	-
Male	46	_	_	46	_	_	_	_	58	_	-
Female	66	_	*	54	_	_	_	*	89	50	_

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

								Two					
	All	African			American		Pacific	or More	Econ				Foster
		American	Hispanic	White	Indian	Asian	Islander			CWD	EL^	Homeless	Care
Federal Graduation Rates													
4-year Longitudinal Cohort	Graduatio	n Rate (Gr	9-12): Cla	ss of 2018	3								
All Students	95.0%	-	100.0%	94.1%	100.0%	-	-	-	100.0%	80.0%	-	100.0%	-
CWD	80.0%	-	-	80.0%	-	-	-	-	-	80.0%	-	-	-
CWOD	97.1%	-	100.0%	96.6%	100.0%	-	-	-	100.0%	-	-	100.0%	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	90.9%	-	100.0%	89.5%	100.0%	-	-	-	100.0%	50.0%	-	100.0%	-
Female	100.0%	-	100.0%	100.0%	-	-	-	-	100.0%	100.0%	-	-	-

Indicates results are masked due to small numbers to protect student confidentiality.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

There is no data for this campus.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

Student Success (Student Achiev		African American nain Score	•	White omponen	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	43	-	45	40	-	-	-	64	44	18	-
School Quality (College, Career, a	nd Military	Readiness	s Performa	nce)							
%Students meeting CCMR	83%	-	83%	82%	*	-	-	-	100%	20%	-

^{*&#}x27; Indicates results are masked due to small numbers to protect student confidentiality.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status			-								
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Υ			N					Υ	N	
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%

^{&#}x27; Indicates there are no students in the group.

^{&#}x27; Ever EL in grades 9-12

^{&#}x27;-' Indicates there are no students in the group.

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL+
Target Met	N			N					Υ	N	,
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N			N					N	N	,
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N			N					N	N	,
Mathematics											,
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N			N							,
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N			N							ŗ
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N			N							
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N			N							ļ
_ 											ļ
English Learner Language Profic	ciency Statu	ıs									

36%

38%

40%

40%

90%

Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met

Interim Goals (2018-2022)

Long-Term Goals Target Met

Interim Goals (2018-2022)

Federal Graduation Status^

90%

90%

- (/											
Target Met	Υ			Υ							
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Υ			Υ							
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Υ			Υ							
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Υ			Υ							
-											
'+' STAAR Performance and G	raduation use	e EL(Curre	nt & Monito	red), EL En	glish Learn	er Languag	ge Proficienc	y uses EL (Cu	ırrent).		

90%

90%

Two or

90%

Non

90%

90%

90%

90%

90%

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with

disability; CWOD: children without disability; EL: English learner)

			African			American		Pacific	More	Econ	Econ						
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CMD	CWOD	EL	Male	Female	Migrant
Participation Ra	te																
All Subjects	All Students	99%	-	100%	99%	-	-	-	100%	100%	98%	97%	100%	-	98%	100%	-
	CWD	97%	-	100%	96%	-	-	-	*	100%	94%	97%	-	-	93%	100%	-
	CWOD	100%	-	100%	100%	-	-	-	100%	100%	100%	-	100%	-	100%	100%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	98%	-	100%	98%	-	-	-	*	100%	97%	93%	100%	-	98%	-	-
	Female	100%	-	100%	100%	-	-	-	100%	100%	100%	100%	100%	-	-	100%	-
Reading	All Students	99%	-	100%	99%	-	-	-	100%	100%	99%	97%	100%	-	98%	100%	-
	CWD	97%	-	100%	96%	-	-	-	*	100%	95%	97%	-	-	94%	100%	-
	CWOD	100%	-	100%	100%	-	-	-	100%	100%	100%	-	100%	-	100%	100%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	98%	-	*	98%	-	-	-	*	100%	98%	94%	100%	-	98%	-	-
	Female	100%	-	100%	100%	-	-	-	100%	100%	100%	100%	100%	-	-	100%	-
Mathematics	All Students	100%	-	*	100%	-	-	-	*	100%	100%	100%	100%	-	100%	100%	-
	CWD	100%	-	*	100%	-	-	-	-	100%	100%	100%	-	-	100%	100%	-
	CWOD	100%	-	*	100%	-	-	-	*	100%	100%	-	100%	-	100%	100%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	100%	-	*	100%	-	-	-	*	100%	100%	100%	100%	-	100%	-	_
	Female	100%	-	*	100%	-	-	-	*	100%	100%	100%	100%	-	-	100%	-
Science	All Students	98%	-	100%	98%	-	-	-	*	100%	97%	92%	100%	-	96%	100%	-
	CWD	92%	-	*	90%	-	-	-	-	100%	86%	92%	-	-	*	100%	-

Blank cells above represent student group indicators that do not meet the minimum size criteria. יאי Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

									Two or	1	Non						
			African			American		Pacific	More	Econ	Econ						
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races		Disadv	CWD	CWOD	EL	Male	Female	Migrant
	CWOD	100 [°] %	-	100%	100%	-	-	-	*	100%	100%	-	100%	-	100%	100%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	96%	-	*	95%	-	-	-	*	100%	93%	*	100%	-	96%	-	-
	Female	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	-	-	100%	-
Non-Participation	on Rate																
All Subjects	All	1%	-	0%	1%	-	-	-	0%	0%	2%	3%	0%	-	2%	0%	-
	Students																
	CWD	3%	-	0%	4%	-	-	-	*	0%	6%	3%	-	-	7%	0%	-
	CWOD	0%	-	0%	0%	-	-	-	0%	0%	0%	-	0%	-	0%	0%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	2%	-	0%	2%	-	-	-	*	0%	3%	7%	0%	-	2%	-	-
	Female	0%	-	0%	0%	-	-	-	0%	0%	0%	0%	0%	-	-	0%	-
Reading	All	1%	_	0%	1%	_	_	_	0%	0%	1%	3%	0%	_	2%	0%	_
•	Students																
	CWD	3%	-	0%	4%	-	-	-	*	0%	5%	3%	-	-	6%	0%	-
	CWOD	0%	-	0%	0%	-	-	-	0%	0%	0%	-	0%	-	0%	0%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	2%	_	*	2%	_	-	-	*	0%	2%	6%	0%	-	2%	-	-
	Female	0%	-	0%	0%	-	-	-	0%	0%	0%	0%	0%	-	-	0%	-
Mathematics	All	0%	_	*	0%	_	_	_	*	0%	0%	0%	0%	_	0%	0%	_
	Students																
	CWD	0%	_	*	0%	_	-	-	-	0%	0%	0%	-	_	0%	0%	-
	CWOD	0%	_	*	0%	_	-	-	*	0%	0%	_	0%	_	0%	0%	-
	EL	-	_	_	-	_	_	_	_	-	-	_	-	_	-	-	_
	Male	0%	_	*	0%	_	_	_	*	0%	0%	0%	0%	_	0%	_	_
	Female	0%	-	*	0%	-	-	-	*	0%	0%	0%	0%	-	-	0%	-
Science	All	2%	_	0%	2%	_	_	_	*	0%	3%	8%	0%	_	4%	0%	_
	Students																
	CWD	8%	-	*	10%	-	-	-	_	0%	14%	8%	_	-	*	0%	-
	CWOD	0%	_	0%	0%	_	_	_	*	0%	0%	-	0%	-	0%	0%	_
	EL	-	_	-	-	_	_	_	_	-	-	_	-	_	-	-	_
	Male	4%	_	*	5%	_	_	_	*	0%	7%	*	0%	_	4%	_	_
	Female	0%	_	0%	0%	_	_	_	*	0%	0%	0%	0%	_	-	0%	_
	, citialo	• /0		0,0	0,0					0,0	0,0	0,0	0,0			0,0	

Indicates results are masked due to small numbers to protect student confidentiality. '_' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

Students Without Disabilitie	es	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Students Disabilities with (Section Disabilities 504)
In-School Suspensions											
	Male	18	0	2	14	0	0	0	2	0	
	Female	7	0	2	5	0	0	0	0	0	
	Total	25	0	4	19	0	0	0	2	0	
Out-of-School Suspensions											
	Male	10	0	0	10	0	0	0	0	0	
	Female	2	0	0	2	0	0	0	0	0	
	Total	12	0	0	12	0	0	0	0	0	
Expulsions											
With Educational Services	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Without Educational Services	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	Ō	
Under Zero Tolerance	Male	0	0	0	0	0	Ō	0	0	0	
Policies		-	-	-	-	-	_		_		
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
School-Related Arrests											
	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	

Total										Two			Students with
Students International Property Internat							Indian or					Students	
Referrals to Law Enforcement Referrals Referrals to Law Enforcement Referrals Re													
Referrals to Law Enforcement Male		T ()										Disabilities	504)
Male	Deferrale to Law Enforcement	Iotal	0	0	0	0	0	0	0	0	0		
Female	Referrals to Law Efficient	Male	Λ	0	٥	Λ	0	Ο	0	0	Λ		
Students With Disabilities Students With			-										
Students With Disabilities													
Male	Students With Disabilities		•	· ·		·	· ·	·		Ū	·		
Female Total Tot	In-School Suspensions												
Total	·	Male	4	2	0	2	0	0	0	0	0		0
Out-of-School Suspensions Male 2 0 0 2 0		Female	0		0	0	0	0	0	0	0		0
Male		Total	4	2	0	2	0	0	0	0	0		0
Female	Out-of-School Suspensions												
Total													
Expulsions													
With Educational Services Male 0	Francisco	Iotal	2	0	Ü	2	0	0	0	0	0		0
Female		Mala	0	0	0	0	0	0	0	0	0		0
Mile	With Educational Services												
Without Educational Male 0				-									-
Services	Without Educational												
Female		Maic	O	Ū	O	U	O	O	U	U	U		O
Total O	30111303	Female	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance													
Female	Under Zero Tolerance		0										0
School-Related Arrests	Policies												
Male		Female	0	0	0	0	0	0	0	0	0		0
Male		Total	0	0	0	0	0	0	0	0	0		0
Female	School-Related Arrests		_	_	_	_	_	_	_	_	_		_
Referrals to Law Enforcement Referrals to Law													
Referrals to Law Enforcement Male 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0													
Male 0	Defermals to Law Enforcement	Iotal	0	0	0	0	0	0	0	0	0		0
Female	Referrals to Law Enforcement	Mala	0	0	0	0	0	0	0	0	٥		0
Total 0 0 0 0 0 0 0 0 0													
All Students Chronic Absenteeism Male 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0													
Chronic Absenteeism Male 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	All Students	Total	Ü	Ü	Ü	J	Ü	O	Ü	Ü	Ū		Ü
Female 0 0 0 0 0 0 0 0 0 0													
		Male	0	0	0	0	0	0	0	0	0	0	0
Total 0 0 0 0 0 0 0 0 0 0 0		Female	0	0	0	0	0	0	0	0	0	0	0
		Total	0	0	0	0	0	0	0	0	0	0	0
Total													Total
Incidents of Violence	Incidents of Violence												
Incidents of rape or attempted rape 0													
Incidents of sexual assault (other than rape)													

Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religiion	0

Part (viii)(II) This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Preschool Programs		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
1 1030110011 10graffis	Male	-	-	-	-	-	-	-	-	_	-

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	or More Races	EL	Students with Disabilities
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	_	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
· ·	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

Indicates results are masked due to small numbers to protect student confidentiality.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

Low Poverty

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 1.4	Percent 5.7%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	7.2	30.6%

Indicates there are no data available in the group.
 Blank cell Indicates data are not applicable to this report.

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3 Reading	5,881	1%	*	4%	-	-
Mathematics	5,880	1%	*	4%	-	-
Grade 4 Reading	6,312	2%	-	-	-	-
Mathematics	6,311	2%	-	-	-	-
Grade 5 Reading	6,133	1%	-	-	-	-
Mathematics	6,131	1%	-	-	-	-
Science	6,133	1%	-	-	-	-
Grade 6 Reading	6,038	1%	*	2%	-	-

^{&#}x27;-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

Mathematics	State Number of ALT2 6,036	State Rate of ALT2 1%	District Number of ALT2 *	District Rate of ALT2 2%	Campus Number of ALT2 -	Campus Rate of ALT2 -
Grade 7						
Reading	5,616	1%	*	6%	-	-
Mathematics	5,616	2%	*	9%	-	-
Grade 8						
Reading	5,251	1%	*	3%	-	-
Mathematics	5,254	2%	*	3%	-	-
Science	5,250	1%	*	3%	-	-
End of Course						
English I	5,150	1%	*	2%	*	2%
English II	4,680	1%	*	3%	*	3%
Algebra I	5,122	1%	*	2%	*	3%
Biology	4,954	1%	*	2%	*	2%
All Grades						
All Subjects	101,751	1%	23	2%	5	2%
Reading	45,064	1%	11	2%	*	2%
Mathematics	40,350	1%	9	2%	*	3%
Science	16,337	1%	*	2%	*	2%

Indicates results are masked due to small numbers to protect student confidentiality. '_'

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels

								r Above		
				w Basic	% At or At			icient		lvanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	N 4 - 41 4:	0	40	40	0.4	0.4	4.4	44	0	0
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59 *	52	16 *	12
		American Indian		33		67		24		4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
Olddo o	rtodding	Black	53	46	47	54	41	15	n/a	i 1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	9Z *	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
								٠.	•	•

Indicates zero observations reported for this group.

							% At 0	r Above		
			% Belo	w Basic	% At or At	oove Basic	Profi	icient	% At Ac	dvanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
	-	Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
	•	English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

^{&#}x27;*' Indicates reporting standards not met.

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

	All	African		Am	American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
In-State Public Institutions	53%	-	*	56%	-	-	-	*	*	*	-

Indicates results are masked due to small numbers to protect student confidentiality.

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^{&#}x27;n/a' Indicates data reporting is not applicable for this group.

^{&#}x27;-' Indicates there are no students in the group.